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Nancy Keenan • Superintendent
Office of Public Instruction
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Academic Decathlon 2

Fergus High School takes top honors in state academic competition; plans for next year's competition are underway.

Certification Changes 3

Montana Board of Public Education makes several revisions in certification rules.

"The Future is in your Hands" 4

Superintendent Keenan's State of Education address to the 1991 Montana Legislature.

What Works 6

Billings Senior High teachers break new ground in meeting the needs of "kids at promise."

Field Notes 7

A parent offers her views on gifted and talented education.

Book Report 7

A new book proposes teaching grammar with surgical strikes, not saturation bombing.

Dispatches 8

Updates from OPI specialists.

Bulletin Board 11

Opportunities, contests, workshops, resources.

Czech teacher helps Montana educators and students understand changes in Eastern Europe

Imagine living in a country where a gallon of gas costs the equivalent of \$67; a pair of shoes, \$400; a pair of jeans, \$700; a can of Coca Cola, \$10; a small car, \$150,000. Imagine having to wait 10 years to get into a cramped apartment. Imagine, too, the euphoria of suddenly being able to travel freely, speak your mind publicly, and teach your students the truth for the first time in two decades.

Today's Eastern Europe is undergoing fundamental changes at breakneck speed. And Jaroslav Teply, a 39-year-old English and geography teacher from Czechoslovakia, has lived through many of those changes, from the 1968 Soviet invasion of Czechoslovakia to the overthrow of the Communist regime in 1989. In the last few months, Teply has covered more of Montana than most Montanans will see in a lifetime, traveling from Wyola to Troy and everywhere between to help students and teachers understand recent events in Eastern Europe.

The Office of Public Instruction contracted Teply's services for the 1990-91 school year to help Montana educators keep pace with the rapid changes in Eastern Europe. During his visits to schools, Teply shows slides of Czechoslovakia and discusses

current political and economic changes. He tells students how, before the revolution of 1989, Czech history teachers were forced to



Jaroslav Teply



teach from texts that rewrote history according to Soviet propaganda. He describes life in a region that is struggling to change from a communist economy to capitalism. This is the first time in history such a change has been attempted, Teply says, and the transition is not easy. Though Czechoslovakia wants to privatize its economy, no one has money to buy government-owned factories and businesses. And banks don't have money to lend. Prices are skyrocketing, while paychecks remain stagnant.

Despite the hardships of transition, Czechoslovakia is also a land of new optimism and hope as it moves from a totalitarian dictatorship to a democracy, and this upbeat, energetic teacher seems to manifest that optimism. In the fall, Teply will return to his teaching job in Czechoslovakia. Before leaving, he will help OPI assemble curriculum materials on



Montana sixth graders examine a Czech history book and Czech currency.

Eastern Europe, including a video program, slide show, teacher's guide, and activities. These will be available to Montana schools in the fall.

For more information about the curriculum, contact Linda Vrooman Peterson, Social Studies Specialist at the Office of Public Instruction (444-5726). ■

Montana House approves inflationary increase for schools

On March 25, 1991, the Montana House of Representatives passed House Bill 982 by a slim margin of two votes. House Bill 982 provides inflationary increases of three percent each year in the public school foundation schedules. It also brings oil, gas, and coal production back into the property tax base, thus broadening the base against which statewide education taxes are levied.

The Office of Public Instruction has given strong and visible support to House Bill 982 because it addresses the question of who will pay for the increasing cost of

inflation. "Montana residents believe in our school system and understand the importance of funding education as an investment in the future of our kids, our communities, and our nation," said Superintendent of Public Instruction Nancy Keenan. "In the next two years, we can expect that local voters will approve increases in district general fund budgets of four percent each year to maintain the quality of our present instructional programs and to keep pace with inflation. If the state does not provide an inflationary

increase for the foundation program, the burden of funding inflationary increases will fall on local taxpayers."

Keenan added, "It is critical that the level of equalization achieved in the school funding reform of 1989 be maintained if Montana is to avoid another education funding crisis." In 1989, in response to a Montana Supreme Court ruling that the state's school funding system was too reliant on voted levies, the legislature increased the foundation program schedules by 17

(Continued on page 3)

Second Class
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Fergus High School wins Montana Academic Decathlon

Preparations underway for next year's event

Fergus High School's team took top honors in Montana's first Academic Decathlon, held February 24 and 25 at the team's home court in Lewistown. The team now goes on to compete in the national Decathlon in Los Angeles, to be held April 18-22.

The U.S. Academic Decathlon was founded 10 years ago in order to establish an academic competition that would arouse the same kind of enthusiasm that athletic competitions generate.

Decathlons feature 10 events: math, science, economics, language/literature, social sciences, fine arts, speech/improvised speech, interview, essay, and the "Super Quiz."

Each participating school may enter a team of nine students. Fergus County High School's decathlon coach, Lynne Wise, explained that the competition is not limited to straight A students. Team members are classified into A, B, and C groups according to their grade point average, with three students in each group. Each team member competes in all 10 events. "The idea is that students learn versatility, communication, and teamwork," Wise explained.

To prepare her team for the state competition, which centered on the theme of "Space Exploration," Wise led her students through an exhaustive study of space literature, physics, astronomy, and history. She recruited other faculty members to work

with students on various topics.

Although Wise's team members claimed "their brains were fried" by the time the competition date arrived, the intensive preparation paid off. The team bested high schools from Malta, Sidney, Custer County, and White Sulphur Springs to take the state championship.

According to the Montana Academic Decathlon's state director, Rich Wilson, next year's competition will be open to every high school in the state. The winning team will travel to Boise, Idaho, for the national decathlon.

The U.S. Academic Decathlon has chosen a new three-year theme: "The Global Community." The topic for the 1991-92 competition is "The Land—Habitat Earth." The 1992-93 theme will be "The People—A Celebration of Diversity." The 1993-94 theme will be "The Principles—The Struggle for Freedom."

To receive information on the Montana Academic Decathlon and study guides for the 1991-92 contest, contact Rich Wilson, Principal, Fergus High School, 201 Casino Creek Dr., Lewistown, MT 59457 (538-2321). ■

1992 Teacher of the Year nominations are now open!

Plans are underway for Montana's 1992 Teacher of the Year competition. The Montana Education Association will cosponsor the 1992 competition along with the Office of Public Instruction.

Procedures for the 1992 event will be somewhat different from previous years. Teachers must be nominated by a letter from an administrator, teacher, parent, or any other interested individual. The Office of Public Instruction will then send an application packet to the nominated teacher.

One Teacher of the Year will be chosen in the fall of 1991; another will be chosen in the spring of 1992. The event will then be moved to spring on a permanent basis.

Please send your letters of nomination for the 1992 Teacher of the Year to Marlene Wallis, OPI, State Capitol, Helena, MT 59620. Deadline for nominations is September 27, 1991.



A Malta student gives her full concentration during a Montana Academic Decathlon Event. Custer County, Sidney, White Sulphur Springs, and Malta high schools followed closely behind the competition's winner, Fergus High School.

Natural resource camps for youth

Montana's Natural Resources Youth Camp and Range Youth Camp provide outstanding opportunities for youths 14-18 years old to learn skills in the management, protection, and wise use of Montana's natural resources. The camps are run through the Conservation Districts Bureau, Montana Department of Natural Resources and Conservation. The fee for each camp is \$50.

Natural Resource campers learn about forestry, water, wildlife, soils, recreation management, and outdoor survival skills. They also enjoy several high-adventure activities, such as rappelling and rafting.

The camp is held August 4-10, 1991, at Lubrecht Forest near Missoula. Applications are available from county agents, conservation districts, or by contacting Craig McCollim, 1753 Moffit Gulch Road, Bozeman, MT 59715 (587-7198).

Range Camp combines a rustic summer camp setting with extensive field workshops in

geology, soils, plant identification, wildlife, livestock, and range management. Campers will learn to identify rangeland grasses, shrubs, and forbs. Range camp also offers evening programs and plenty of recreation time. The camp will be held June 10-14, 1991.

Contact the Deer Lodge Valley



Identifying plants at the Youth Range Camp.

Conservation District, 91 N. Frontage Road, Deer Lodge, MT 59722 (846-1703). ■

Agriculture in Montana Schools offers awareness workshop for teachers

Agriculture in Montana Schools, Inc. (AMS), is sponsoring a workshop for all certified K-12 Montana teachers. It will be held at Montana State University in Bozeman, June 16-21, 1991. The theme of the workshop is Agriculture Awareness. The workshop will provide teachers with new ways to incorporate AMS Treasure Chest materials into existing curriculum.

Upon completion of the workshop, participants will earn two 500-level academic education credits from MSU. Agriculture in Montana Schools provides a \$150 stipend to the first 35 teachers who apply. Deadline for application is May 15, 1991. Contact Betty Jo Malone, AMS President, 4538 Palisades Park, Billings, MT 59106 (652-6161). ■

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

House approves increase for schools

(Continued from page 1)

percent for elementary districts and 25 percent for high school districts, thus increasing equalization among school districts.

"If the state does not continue to provide foundation program increases for the upcoming biennium, the funding system will revert back toward greater reliance on voted levies and become less equalized," Keenan said.

To generate additional state dollars for education, House Bill 982 imposes the same 40-mill statewide education levy on the oil, gas, and coal industries that other property taxpayers already pay. The Office of Public Instruction has taken the position that without House Bill 982, the education taxes not paid by the oil, gas, and coal industries will be borne by the homeowner, the farmer, the rancher, and the main street business.

According to OPI's estimates, the 40-mill levy in House Bill 982 would generate \$13-13.5 million per year. For coal producers, 40 mills would mean a 13-cent increase in the cost of producing a ton of coal. Oil producers would pay about 38 cents more per barrel of oil. Gas producers would pay four cents more per thousand cubic feet of gas.

There has been extensive discussion in the Montana Legislature about the appropriate level of taxation of energy producers. The state passed tax holidays in the 1985 and 1987 legislative sessions to encourage

oil production in Montana. Nevertheless, oil production in Montana has declined steadily. "These production declines serve to remind us that, tax incentives or no tax incentives, energy production in this state is determined by the international market for oil, gas, and coal," said Madalyn Quinlan, a management analyst at OPI. "When the price of oil goes up on the international market, oil production goes up with it." Quinlan pointed to the recent experience in the Persian Gulf, which showed that the price of oil can fluctuate by a dollar or five dollars per day. "How can we expect that a 38-cent increase in the cost of producing a barrel of oil in Montana will affect oil production when day-to-day swings in the international oil market are so much greater than the taxes we are imposing here in Montana?" Quinlan asked.

Keenan added, "The state's policy makers must accept that we, as a nation, compete in an international market place. Just as our energy producers are competing against middle eastern oil

and Australian coal, so our children will be competing for jobs and industry against Japanese, European, and Soviet workers in the next century. We

must provide our students with skills for the future. It takes money to do so, and it means all of Montana's taxpayers must contribute a fair share." ■

Great American Read-Aloud Day

Nothing encourages children to want to learn to read more than having someone read aloud to them. An event designed to give children that encouragement is the Great American Read-Aloud Day, a celebration of family reading in which national and local celebrities, librarians, teachers, and parents read to kids.

Planned highlights of the day include the following:

National—President and Mrs. Bush will read aloud to children on nation television.

State—Superintendent of Public Instruction Nancy Keenan will read to children in the rotunda at the state capitol.

Local—Here are a few ideas for celebrating the day locally. Invite a local official to read aloud at your school; contact an ABC television station or an ABC or Mutual radio station to air the reading. Invite administrators, local celebrities, parents, grandparents, aunts, and uncles to read to your class. Have children of all ages do mini book reviews as part of a public service campaign or news feature. ■

The following is a brief summary of changes approved by the Montana Board of Public Education at an officially scheduled conference call meeting held February 22, 1991. The rules changes went into effect with the publication of changes in the Administrative Rules of Montana on March 14, 1991.

Under the new rules, applicants for class 1, 2, or 3 teaching certificates who currently hold a valid Montana certificate will not be required to take the National Teacher Exam (NTE) to change to another class of certificate. The NTE will be required for initial certification in Montana and for reinstatement of expired certificates if a teacher holds no current class 1, 2, or 3 certificate.

English as a Second Language

English as a Second Language (ESL) is now an endorsable area for Montana certification. Teacher preparation programs offered by colleges will need to be submitted to the Board of Public Education for provisional approval before graduates can be recommended for this endorsement.

Foreign languages

Endorsements in French, Spanish, German, Russian, Latin, and "other foreign language" (those not identified by Montana certificates) will again be indicated specifically on certificates. This will replace the general foreign language endorsement used during recent years. No

change occurred in requirements to teach a second language. The effective date for K-12 foreign language endorsement was changed from January 1, 1991, to July 1, 1992. People currently completing the qualifications for K-12 endorsement will receive verification of their eligibility for the endorsement but will not receive K-12 endorsement on the certificate until the effective date.

Native American languages, since they are not foreign, are not yet addressed in the rules. These languages can now be taught by a certified teacher who is teaching at the proper level; that is, K-8 with elementary, 5-12 or 7-12 with secondary. When a teacher of a Native American language is not properly certified, he or she can be properly employed after a district requests and receives approval for an Emergency Authorization to Employ. The Office of Public Instruction is moving toward the naming of languages other than English as "second languages," simplifying reference to languages being taught in schools.

Computer Science

Computer Science has been added as an endorsable area for Montana teachers in grades 5-12. This is a new endorsement and has new program standards.

As teacher education programs gear up for offering this endorsement, they will need Board of Public Education approval before

recommending endorsement in this area. In the meantime, a Computer Endorsement Review Committee will accept individual requests for certification. The committee will accept applications for endorsement from January 1, 1992, through December 31, 1994. This will allow teachers who are presently teaching computer science courses to submit their past university background and computer experience to the committee for review. The committee will then recommend endorsement or additional work needed to correct minor deficiencies.

A Computer Science endorsement will be needed only for courses taught in accredited schools where the title or description of the course identifies "computers" as the primary focus of the class. Such courses as math labs, writing labs, or study skills, where computers are involved in teaching the subject, will not require a Computer Science endorsement. The Computer Science endorsement will go into effect in September 1996. At that time, all instructors of computer courses in grades 5-12 will need the endorsement.

For more information, call the Office of Public Instruction and speak with the appropriate program area specialist or certification specialists. ■

—Don Freshour, OPI
Director of Teacher Education,
Certification, Accreditation



Nancy Keenan celebrated National Girls and Women in Sports Day on February 7, 1991, along with several of today's and tomorrow's athletic stars. The national event recognizes and celebrates female athletes and brings attention to the importance of physical activity for females and males alike.

Craig Sharpe

Superintendent's State of Education Address

On February 12, 1991, Superintendent of Public Instruction Nancy Keenan gave the State of Education address before a joint session of the Montana Senate and House of Representatives. Following are excerpts from that address.



"Instead of being left out of the revolution in technology that is transforming our world, Montana will be an important part of it."

Mr. President, Mr. Speaker, members of the House and Senate, distinguished guests, my friends.

Today I want to reflect a little about our past and share with you my thoughts about the future, about where public education has been and where it must go.

I was impressed recently with an article by Dr. James Crupi, who reflected that leadership is generational. He explains that our first generation of leaders are those of you in your 60s, 70s, and 80s. You built our state and our communities. You were product oriented and got things done by moving quickly. The second generation, those of you too young for World War II and too old for Vietnam, lived in families traumatized by the depression who knew that every dollar earned was at risk. You are the generation of bridge builders and our finest managerial generation.

The third generation, those of us in our 30s and 40s, are eager but yet to be judged. While the first generation learned that success came from working long hard hours, Crupi says the third generation believes that success is dependent on how smart we work. The fourth generation, now in their 20s, many of them in college, are just learning that the world is larger than they thought, and larger than they were taught.

The fifth generation sits in our classrooms across Montana. They are the generation that must take care of all of us. Crupi asks if we are getting them ready. The future for our children will not be business as usual. We are a world, a state, a people in transition. We are preparing children for a world difficult for us to comprehend.

Family life is changing and will continue to change. In 1950, over 60 percent of our families had a father earning a living, a mother at home, and at least two school-aged children, all under one roof. Today, only 7.2 percent of families fit that profile; 29,000 Montana children under the age of 18 live in single parent families.

When I took this job, I didn't really believe there were hundreds of homeless children in Montana. But there are. Over 600 children in Montana live in cars, shelters, buses, caves, or in the street. Of these, over 200 do not attend school.

A recent study in Montana indicates there are hungry children in a third of Montana's low-income families.

In the past 50 years we entered the atomic age, the space age, the computer age, and the information age. Life expectancy has increased by more than 15 years.

In 1935 the ratio of contributing workers to retirees was 40 to one. By the year 2010, the support ratio is predicted to be one worker for every one retiree. If that one worker is a woman earning a minimum wage with no benefits, the retirement you and I expect to enjoy is not very secure.

Young workers will be retrained 10 to 13 times during their work years. All information known to humankind will double in the next 900 days. If you graduate in 1992 from Cal Tech, Georgia Tech, or Montana Tech, by 1994 50 percent of what you have been taught will be obsolete. Eighty-five percent of the technology we will use in the year 2000, only

nine years away, is yet to be invented.

Crupi reminds us that when our grandparents went to school, they looked across the classroom and saw their competition. When my parents went to school, they knew their competition was in the school across town or just across the county line. When I went to school, I was aware that I had to compete with kids in Denver and Seattle. Today, when our children go to school, they compete with kids in Germany, Taiwan, Australia, Japan, and Argentina. The competition is invisible, but it is there. How do we get them ready? What must be done, and how do we pay for it?



Telecommunications

The House has taken a first step by passing House Bill 30, the telecommunications bill. Instead of being left out of the revolution in technology that is transforming our world, Montana will be an important part of it. This technology will open doors for our elementary, secondary, and university students; doors to new information, new skills, and achievements they and we only dream about.

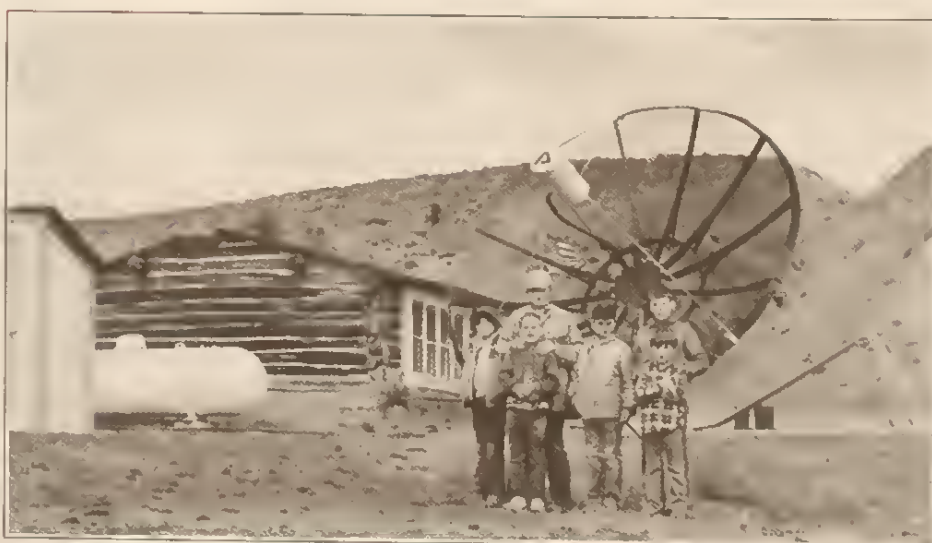
There has been a strong financial commitment from the business community in our state, which has made the telecommunications proposal an affordable legislative package. I venture to say that without the financial support of Montana business, this

critical legislation would not have been economically feasible. Montana businesses, along with our university system, recognize that lifelong learning has become the norm, not the exception. We can no longer view education in two components, that of a K-12 system and that of a university system. For us to fully meet the lifelong learning needs of Montanans, we must have an integrated educational system from kindergarten through graduate school and beyond.

The Commissioner of Higher Education and I will be working together to meet those recommendations of the Education Commission for the Nineties and Beyond that speak to the "seamless web" between the public schools and the university system. As you deliberate on the financial needs of the Montana University System, keep in mind that it is a critical link in the educational structure. If that link is weak, the entire system is weak.



Robert Anderson





Gifted and talented

As adults, most of our time is spent at work. The work we choose usually reflects our interests. Prior to my election, I chose to be a special education teacher. Those children continue to touch my life and my heart.

There is no doubt about it. Meeting the needs of our children with handicaps is enormously expensive. The Montana Legislature has always made special education funding a priority, and I urge you to continue this commitment.

As a special education teacher, I was totally consumed by my students. I knew I cared about others, but I seldom lifted my eyes to really see them. During the past two years as superintendent, I have gained the perspective that is sometimes only learned by distance. What has become apparent is that there are other students truly at risk.

Our gifted and talented kids are at risk. We know who they are, and they are not just the academically gifted. They are the students with the advanced vocabulary; they memorize easily and learn rapidly. They are keen observers who question critically; their questions are limitless, and they have a wide range of interests. They love experimenting; they tend to put ideas together in ways that are unusual and not

obvious. They have keen senses of humor and strong senses of justice. They are children who prefer complexity, take risks, and have high expectations for themselves and others. They are not just white, upper-middle-class children. Gifted students come from all socioeconomic and ethnic backgrounds.

There are some who might believe that gifted learners will succeed in school by the sole virtue of their ability. This is a myth. What really happens is that without direction and programs, these students perform at levels far below their abilities and suffer from problems of anxiety, insecurity, and loneliness.

We have given strong support and tremendous attention to some of our gifted students. We have made sure they have state-of-the-art equipment; access to special buildings; money to travel to important events; great student/teacher ratios; and administrative, community, and family support.

Who are these gifted students? They are our gifted and talented athletes. We must do no less than

provide the same opportunities for our children who are equally talented, but whose talents lie in the areas of math; science; the performing arts; and in the God-given, innate ability to lead.

Foundation program

The last 10 years have been a turbulent decade for public school finance; we've had difficult problems with no easy solutions. Last session, the legislature took a significant step forward in terms of Montana's commitment to school equalization. We knew then, as we know now, that the problem was not going to be solved overnight. We know that we must press forward. We must again, this session, commit additional revenue to the foundation program.

My request for an increase of 4.5 percent the first year and 4.8 percent the second year does not even keep up with the 5.4 percent inflation rate that we experienced in 1990. I am not standing before you today asking for a 5.4 percent increase. I should be; but I recognize, as you do, the other important demands on our state's budget.

The question is: What is the right thing to do, and how do we pay for it? Given the tremendous demands on our limited financial resources, I believe my reasonable request for foundation schedule increases is the right thing to do.

How do we pay for it? A little more than half of this amount can come from the general fund. That leaves about \$27 million. Where do we get it? In the 1989 special session, the Montana Legislature levied 40 mills statewide on every farmer, every homeowner, and every main street business to pay for school equalization. Everyone was asked to pay a fair share, except the oil, gas, and coal industries in Montana. School equalization is about fairness in per-pupil expenditures. It is also about tax fairness.

Before we ask the farmer, the homeowner, or the main street business for more money to pay for inflationary costs, we must look toward the energy industry to pay its share. The dollars for the 4.5 and 4.8 percent increases are there if all taxpayers contribute their fair share.

In closing, I want to acknowledge that your work here is critical to education. I also want to acknowledge the other people whose work is so important to

education: the thousands of school trustees who freely give endless hours in communities across our state; the hundreds of administrators who wrestle with budgets and ever changing demands; the many parents whose jobs are never ending; and the thousands and thousands of teachers who, like gardeners, tend not only the plants but

also the soil in which they grow. They all have my appreciation, my admiration, and my respect.

Let me share with you my favorite story about a little boy who tried to trick a wise woman. He went to the wise woman and said, "What do I have behind my back?"

And the wise woman said, "You have a bird behind your back."

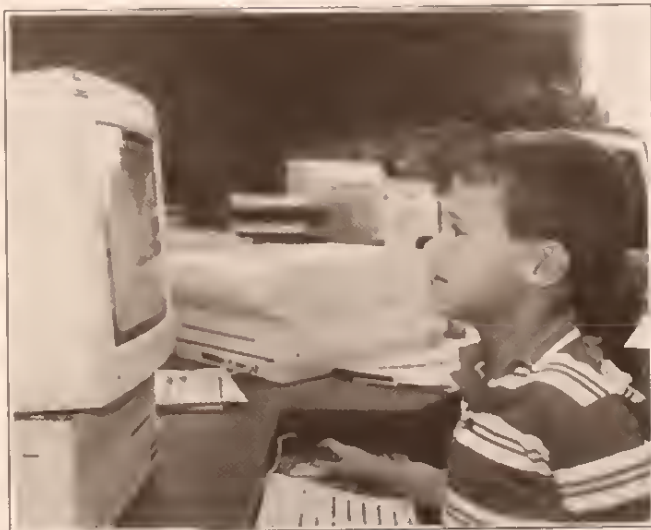
"Yes, but is it dead or is it alive?"

If the wise woman said the bird was dead, the boy would let it go. If she said the bird was alive, the boy would squeeze it to death. The wise woman paused, looked down at him and said, "The future of that bird is in your hands."

The children's future, this fifth generation, is in your hands. You decide. What is the right thing to do?

Carpe Diem. Seize the day.

My thanks. ■



"There are some who might believe gifted learners will succeed by the sole virtue of their ability. This is a myth. Without direction, these students perform at levels far below their abilities and suffer from anxiety, insecurity, and loneliness."



"The dollars for the 4.5% and 4.8% increases are there if all taxpayers contribute their fair share."

A made-in-Montana program helps unleash the potential of "kids at promise"

We hear a lot these days about "kids at risk." But at Billings Senior High School, a team of teachers has targeted a different population of students with special needs. They call them "kids at promise."

These teachers have pioneered a bold new approach to meeting the needs of kids at promise. Their two-year-old project, called the Academy Program, has had outstanding success in reaching students who might otherwise fall through the cracks.

"Potential—that's the key"

Who are kids at promise? Some of them scored in the 90th percentile in the Iowa Basics in grade school—but failed the seventh grade. Some were fifth-grade presidential award winners who got mixed up with gangs, cults, or drugs in junior high. Many come from troubled families. Most have had clashes with the law. All are bright kids with high abilities who aren't performing to their potential.

"Potential—that's the whole key to the Academy," according to Scott McCulloch, one of the Academy's founders.

"We wanted to reach those kids on the upper end who failed to perform for a variety of reasons, including boredom," McCulloch explains. "Some were frustrated because they knew they could do better, but they couldn't achieve in a regular classroom."

The understanding that some kids have learning styles that don't work in the "regular

Most of these students learn best by doing, and at any given moment, there's a whole lot of doing going on.

classroom" is central to the Academy's strategy. Mainstream classrooms, says McCulloch, cater almost exclusively to students who learn well by the read/lecture/test method. Those who learn best by doing, or by other means, may be left out in the cold.

The Academy was developed to bring those students in from the cold. This school-within-a-school employs technology, attention to learning styles, career education, and a small student-to-teacher ratio (20 students to two teachers and a half-time counselor) to help unlock the potential of kids at promise.



Kids at promise: The Academy Program was created by Scott McCulloch (shown here with several Academy students), Eileen Roberts, and Gary Branae, with help from a Carl Perkins grant. This year, McCulloch, Roberts, and Larry Tocci team-teach the program's first-year students.

Great expectations

Academy candidates are nominated by faculty, parents, or the students themselves. The students have to want to be in the program, says McCulloch. "The investment starts there." Seventy-six students applied for the program last year; 20 were chosen.

Students enter the program as freshmen—the make-it-or-break-it age for students. "If you don't get them as ninth graders," says McCulloch, "you've lost them." They have the option of staying with the program a second year. The Academy aims to have students in the mainstream by the end of their sophomore year.

Students who sign up with the Academy agree to follow rigorous standards of dress, attendance, and classroom behavior. This is not punitive; research shows that high expectations, clearly spelled out, are beneficial for students. Students who consistently fail to meet Academy standards are ushered out of the program.

First-year students spend four hours a day with the Academy and two hours in mainstream classrooms. At the Academy, they earn credit for World History, English, Career Education, and Personal Issues.

These subjects may sound conventional enough, but when geared for a variety of learning styles, they bear little resemblance to most regular classes. Most of these students learn best by doing, and at any given moment at the Academy, there's a whole lot of doing going on.

Third period, for example, may find a handful of students preparing jokes for a class discussion on humor, while others write a group letter to the editor about teens and alcohol. Some may be creating videotape projects or building an intricately

detailed model of a Shakespearean theatre. One student is grappling with tax protests, smog alerts, and potholes in his simulated city, which he has created with a computer program that lets students experience the complexities of managing a city. "We've gotten so many incredible projects from these kids," McCulloch says. "We don't accept a project until it's quality."

Not all learning takes place within the Academy's two adjoining rooms. The program

The most telling verdict comes from the students themselves. Every student came back voluntarily for a second year at the Academy.

places heavy emphasis on community involvement. Students earn service credit through such activities as tutoring elementary students. In addition, each student is matched with a business person from the Billings community. These volunteer mentors give students work expertise through on-site business experiences.

The power of technology

In helping students learn by doing, the Academy makes extensive use of computer technology. "Hypermedia" technology suits their learning styles particularly well. Hypermedia allows students to create multimedia computer presentations. Some of their creations are so impressive, Apple computer company uses them as demonstrations throughout the Northwest.

"Hypermedia is perfect for the way these kids think," says McCulloch. "It makes them organize their talents."

The verdict

The Academy's success can be gauged by student gains in grades, self-confidence, and attendance. Many Academy students were failing before entering the program; now they show impressive gains in grades. The program produced a 4.0 student last year and probably will produce another this year. Some of these students missed as many as 60 days in a single school year before joining the program; the Academy finished last year with 89 percent attendance.

The most telling verdict, however, comes from the students themselves. Every student who finished the program last year came back voluntarily for a second year. "I love this program," says one Academy student. Another says, "I think if I wasn't in this program, I would be failing." Instead of failing, this student plans to become a lawyer.

A few hard-earned insights

For schools interested in starting a program like the Academy, McCulloch offers a few hard-earned insights. Don't attempt such a project, he says, without full administrative support for the necessary time, funding, and academic freedom. He also

warns against mixing ages, and against having a discussion class such as Personal Issues without some training in facilitation.

Finally, he advocates team work with other teachers to identify kids at promise early in their school careers. Team work, he says, also means society must be willing to open checkbooks. "The Academy demonstrates that smaller class sizes and technology, both of which require capital investments, do reach these kids," he says.

McCulloch believes the Academy experiment shows the power of technology and small classes to help all students, not just kids at promise, reach their potential.

"I'm willing to put my kids up against any students in Japan," he says. "When they compare our schools with the rest of the world, they'd better do it when we have the right tools." ■

—Sanna Porte Kiesling
Montana Schools Editor

Gifted and talented education: the view from a parent

Raising a very gifted child is like a white-water raft trip. We're unsure in the beginning about what's coming up, we're terrified in the middle of it, and we have no idea where we'll end up. The difference is that any raft trip ends, and the raising of any child lasts for the rest of our lives.

Our son is nine years old. In his years with us, we have discovered a few things about living with a gifted child. We decided when he was a toddler that he had special gifts. Our feelings were confirmed when he taught himself to read when he was three and a half.

When we were summoned to a meeting at school, shortly after he started kindergarten, we were excited by the prospect of everyone affirming how bright our son was. Instead, we were told he was "learning disabled." We already realized his small and large motor skills were delayed, but we were shocked and disappointed that any special attention he would receive at school would be for this deficient side, rather than for his academic talents.

Since then, we have learned to live within the framework of labeling and classification that the educational system demands. Now, in our fifth year of dealing with the school system, we realize that his learning disability has been a blessing in disguise. Without it, he likely would have received much less individual attention. Each year, as the focus shifts away from his handwriting and coordination problems and

more toward his academic progress, we are lucky to have an Individual Education Plan already in place. Most gifted children don't have that framework of formalized meetings which he is fortunate to have.

Because of the double thrust of improving his motor-planning skills and trying to enrich the academic side of his elementary years, we often feel like we're on a seesaw. Any child, indeed any human being, is a bundle of contradictions. In our son's case, the differences are so marked it is sometimes humorous, often frustrating, and always challenging. What we have is a nine-year-old who has an in-depth knowledge of Greek, Roman, and Norse mythology, but still gets his shoes on the wrong feet half the time; who can program a computer, but can't make his bed; who can trace the lineage of the British kings down through the centuries, but can't remember his library books; who teaches

himself German, but can't put together a 12-piece jigsaw puzzle.

He is like a knowledge sponge. He has amassed a vast array of

raw data on subjects from logarithms to Tarot cards to Shakespeare to wild game

(Continued on page 12)

KUDOS!

Congratulations to the following Montanans for their outstanding contributions to education.

Give yourselves a hand!

"Sprawling Montana is an academic success story," read a headline in the February 26, 1991 issue of *USA Today*. The newspaper dedicated a third of a page in that issue to exploring why the Big Sky state keeps producing so many winners in the newspaper's All USA College Academic Team contest. Three of the 20 college students named to the 1991 first team grew up in Montana and are products of Montana schools. In 1989 and 1990, Montana high school students were among the 20 students chosen for the competition's top high school teams.

All Montana educators deserve a round of applause for putting our students at the top!

Yvonne Sundberg—a classic

Yvonne Sundberg, a teacher at West Elementary in Butte, has been named as Montana's National Endowment for the Humanities/Reader's Digest Teacher/Scholar for 1991. She received the award for her work on children's classical literature. Sundberg has been working to bring the classics, such as *Call of the Wild* and *Treasure Island*, back into the elementary classroom. The award will allow her to take a year-long sabbatical, during which she will continue studying children's classics and develop curriculum proposals for the Butte school district.

Pacific Art Educator of the Year

Raymond Campeau of Bozeman has been chosen by the National Art Education Association as the Pacific Art Educator of the Year for 1991. The organization's Pacific Region includes Alaska, Arizona, California, Montana, Nevada, Oregon, Washington, Wyoming, and the Canadian province of British Columbia.

Campeau has been actively engaged in arts education in Montana since 1959, when he began teaching art to junior high school students in Bozeman.

"Field Notes" is a forum for Montana educators, parents, and students. Views expressed in Field Notes do not necessarily reflect views of the Office of Public Instruction.



This issue's Field Notes come from Meredith Rollins of Helena. This article was first released by Montana AGATE in 1990.

Book Report

Grammar and the Teaching of Writing: Limits and Possibilities by Rei R. Noguchi, Urbana: National Council of Teachers of English, 1991.

This new book from NCTE attempts to reveal how grammar and writing are connected and how to use those connections to streamline instruction.

Noguchi argues convincingly that the areas of grammar and writing which overlap are not in content, not in organization, but in style, one aspect of which is mechanics. Contrasting the hard-line anti-grammar teachers who deem mechanical errors as unimportant, and the hard-line pro-grammar teachers who address mechanics with overexuberance, Noguchi proposes a middle ground.

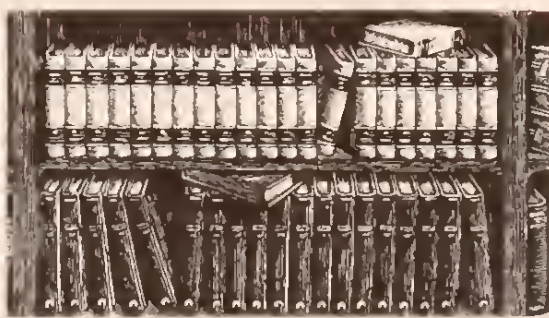
In teaching grammar strictly through the writing process, the problem is that, "if students do not recognize the unconventional

features as unconventional, they cannot edit them out."

Noguchi believes the reason research shows formal

grammar instruction has failed to improve writing is that by "conceiving and presenting grammar in the wrong way, we have not made grammar connect in the right way, neither to writing nor to students themselves, thereby leaving much of the potential of grammar untapped."

According to Noguchi, "Grammar teachers have engaged more in saturation bombing rather than in surgical strikes." Most of the book identifies those necessary "surgical strikes" and describes how they can be taught. Para-



doxically, maximizing the benefits of grammar instruction to writing requires teaching less, not more, grammar.

The author attempts to find the real basics of grammar that pertain to writing, narrowing them to categories that can be remedied and that address frequent errors. Using the results of research, Noguchi pinpoints the types of errors that students frequently make and that have social consequences. He concludes that only syntactical errors must be handled through formal grammar. Noguchi presents a bare bones set of grammatical categories to present in the classroom, organized as follows:

1. Sentence

II. Nonsense

A. Fragment

1. subject
2. verb
3. modifier

The most effective way to teach these concepts is by tapping the students' underlying knowledge about language. For example, instead of using "complete thought" as a definition for a sentence, Noguchi begins by using intuitive knowledge about pronoun substitution as an operational test for nouns.

If you are struggling with the unwieldy partnership of grammar instruction and writing and are looking for more time for writing activities by making less grammar do more, this may be the right approach. The book is available for \$8.95 from NCTE, 1111 Kenyon Road, Urbana, IL 61801. ■

—Jan Cladonhos
OPI Language Arts Specialist

"Dispatches" are updates from Office of Public Instruction specialists. Specialists may be contacted at the phone numbers listed or by writing OPI, State Capitol, Helena, MT 59620.

TRAFFIC EDUCATION Curt Hahn, Specialist 444-4432

Spring conference

The 1991 OPI/MTEA (Montana Traffic Education Association) State Spring Conference/Workshop will be held May 5-7 at the Radisson Northern Hotel, Billings. The conference theme is "Research and current issues in traffic safety education." Northern Montana College will offer two quarter hours of credit.

The agenda includes programs on accident involvement patterns, older drivers and the aging process, young driver research, how advertising and TV impact driving behavior, the intelligent vehicle highway system, pre-driver education, teaching the handicapped to drive, the safe kids program, Montana's Motorcycle Safety Education Program, highway design and safety, winter driving, snow plowing, and the Department of Highways. In addition, there will be exhibits and a video/film festival.

Starting time is 8:00 a.m. on May 5. Please make your plans now to attend.

Advanced driver workshops

The Office of Public Instruction will host 40 one-day advanced driver education workshops during June, July, and August of 1991. The workshops, which are appropriate for any licensed driver, will focus on evasive steering, controlled/threshold braking techniques, skid control, off-road recovery, and cornering. The cost of the course is \$100. For more information or to reserve a workshop date, call 444-4432. College credit is available. See the calendar (page 12) for dates.

Montana Operation Lifesaver

The Montana Operation Lifesaver Program is available as a one-hour presentation during your traffic education course. It focuses on railroad crossing safety and how to avoid crashes with trains. To schedule this presentation, contact Richard Flink, coordinator, Operation Lifesaver, 238 Lupfer Ave., Whitefish, MT 59937 (862-0262).

Montana PTA resolution

The following resolution was adopted during the 1990 Montana Congress of Parents and Teachers Convention:

WHEREAS: Twenty-five percent of all persons killed on Montana's roadways in 1989 were youth between 15 and 19 years of age; and

WHEREAS: The percentage of teenagers of driving age who own a car has tripled in the last 10 years; and

WHEREAS: The National Traffic Safety Administration has endorsed high quality driver training in secondary schools, estimating that a program can reduce the likelihood of crash involvement by 10 to 15 percent; and

WHEREAS: Fiscal pressure and an emphasis on "educational basics" are threatening some driver education training programs; NOW THEREFORE BE IT RESOLVED: That the Montana PTA and its units, councils, and districts support fully funded classroom and behind-the-wheel driver education courses taught by trained instructors.

GENDER EQUITY Pat Callbeck Harper, Specialist 444-1952

So You Want to be a School Administrator

A one-day professional advancement seminar for those aspiring to be principals and superintendents, "So You Want To Be A School Administrator," will be held May 11, 1991, 8 a.m. to 6:30 p.m. at the Coach House East in Helena. Registration is \$55. Partial scholarships are available from OPI's Gender Equity office on a first-come, first-served basis for women and racial/ethnic minority participants. Please call me for information.

1991 IMAGE conference

The 1991 IMAGE (In Montana, Action Generates Equity) Conference will focus on men's equity issues. The conference will be held June 18-19, 1991, at the Heritage Inn in Great Falls. Space is very limited, so register early. For more information, call Carol Farris (444-6570), or call me at the number above.

Gender equity intern named to All-USA Academic team

A Montana State University sophomore has been named as one of 20 All-USA Academic First Team winner for her work on gender equity at the Office of Public Instruction.

Last summer, Jennifer DeVoe worked at the Office of Public Instruction in the Gender Equity office as an intern from MSU. Her work included an extensive review of the literature on gender bias in curriculum and methodology in support of the Communication Arts curriculum guidelines committee. She collected over a hundred checklists, survey instruments, and guidelines to detect bias, stereotype, and sexism in materials, instruction and policies. She became a walking resource on "teaching

biased material in an unbiased way."

This research and experience with curriculum specialists from schools across our state obviously made an impression on Jenny,



OPI's Gender Equity Specialist, Pat Callbeck Harper (right) and All-USA Academic Team winner Jenny DeVoe (left).

because she took the gender equity project and further developed it into her own work—work that *USA Today* found exceptional among college students in the United States. We are proud of Jenny, of her quick and very able mind, and of her commitment to equitable education at such an early stage in her academic and professional career. She draws on the experience and commitment of hundreds of equity educators in Montana who know the sheer joy of seeing equity in education translate into excellence in education for our students and staff.

Congratulations, Jenny! And congratulations, Montana equity educators! The award is a credit to you, as well.

MATHEMATICS Jim Williamson, Specialist 444-4436

Carl Perkins grant hearings

There will be three public hearings regarding the Carl D. Perkins Vocational/Applied Education State Plan in April. The dates, times, and locations are as follows: April 22, 10:00 a.m., Missoula Vo-Tech; April 23, 10:00 a.m., Great Falls Vo-Tech; April 25, 1:00 p.m., Dawson Community College.

Gear up for geometry seminars

The Geometry Task Force of the National Council of Teachers of Mathematics will conduct inservice seminars focusing on geometry curriculum for grades K-12. Funding will allow leadership teams to attend a one-week seminar to explore content and instructional strategies related to geometry.

Montana teams are eligible to participate in this project in the summer of 1992. Since it will take time to put teams together for this event, the time to start

planning is now. The selection criteria will favor teams that can demonstrate the ability to reach a large number of teachers. The project will pay for room, meal costs, portions of travel, and provide stipends of \$300 per person. Please contact me for more information.

Free math videos available

A videotape called "Polynomials" was recently completed by Project MATHEMATICS! at the California Institute of Technology. "Polynomials" is the fourth in a series of tapes. Others in the series include "Theorem of Pythagoras," "The Story of Pi," and "Similarity." All four of these excellent videos and accompanying program guides and student workbooks are available to schools upon request. Just send the titles of the desired tapes and a blank VHS cassette tape to me at OPI.

GIFTED & TALENTED Michael Hall, Specialist 444-4422

G & T Indian education

The American Indian Teacher Training Program (AITTP) is a first-of-its-kind master's degree program emphasizing gifted and talented education for American Indians and Alaska natives. It is offered by American Indian Research & Development, Inc., through Oklahoma City University.

This project will give teachers and counselors of gifted and talented Indian students the opportunity to enhance their professional credentials in order to help them serve these students.

The program will provide a master of education degree with an emphasis in gifted and talented education to 10 Indian participants per year over a three-year period. Full tuition for this program is provided by the AITTP, along with a \$600-per-month stipend for qualified participants.

Application deadline is May 15, 1991. For more information, contact Stuart A. Tonemah, Director, American Indian Teacher Training Program, 2424 Springer Dr., Suite 200, Norman, OK 73069 (405-364-0656).

CHAPTER 2 Kathleen Mollohan, Specialist 444-4317

Evidence of Chapter 2 effectiveness sought

At a February Chapter 2 conference in Washington, DC, congressional education committee

(Continued on page 9)

(Continued from page 8)

staffers said that, because Chapter 2 appropriations have been cut three times in the last four years, congress may not hesitate to diminish the program even further. President Bush's 1992 budget proposes decreasing the portion available to schools from 80 percent to 50 percent. Both the president and congress appear to be looking at ways to reappropriate already-budgeted funds in order to pay for specific school reform issues. Top among these issues is parental choice in education.

For some states, including Montana, parental choice does not appear to be a vital issue, but the continually decreasing amount of flow-through dollars could be a considerable loss. Montana educators may be called upon soon to show that Chapter 2 has been effective and that without these funds, schools would not have been able to implement locally determined school improvement projects. The Office of Public Instruction would welcome any written statements showing how Chapter 2 has made a critical difference to the education of children.

Please send your comments to me at OPI or to Linda Vaughey, Chair, Chapter 2 Advisory Committee, 1616 Juniper Drive, Havre, MT 59501.

PUPIL TRANSPORTATION **Terry Brown, Specialist** **444-4396**

"Highest degree of care" is school bus driver standard

The U.S. court system draws the line between liability and no liability at conduct that is reasonable and prudent, or better.

However, according to Lancer Insurance's Jack Burkert, "for a school bus operation, the liability situation occurs much higher on the chart.

"Liability for you is defensive driving," Burkert told participants at the National Safety Council meeting in Las Vegas last October. The school bus driver and transportation company "must make every reasonable effort to prevent an accident," Burkert stated. "The standard your driver has to meet is the highest degree of care."

Highest degree of care is defined by you, the transporter, by practicing defensive driving and incorporating things that have become industry standards.

For example, Burkert noted, if there are 30 companies, 28 of which use reflective tape and two of which don't, you've got a problem if you don't use tape because "the industry has set a standard." Watch for trends, he advises. You may be liable for a situation for which you didn't

know you'd be liable. "If you're a half-step out of time," he warned, "look out. The industry moves ahead setting the highest degree of care."

Lawsuits can have a long lead time in this business, Burkert noted, adding that the statute of limitations doesn't run out until a child involved in an accident reaches age 21. That is one reason it's so important to record the names of everyone on the bus during an accident.

(Reprinted from *School Transportation Director*.)

Definition of school bus driver training has changed

"Training used to mean how to drive the bus," but that has changed, according to Mayflower Contract Service's Nancy Schulz.

Today, Schulz told the National Safety Council conferees, when we talk about training, "we mean learning to drive, learning behavior management, and learning how to discipline students."

The professional school bus driver fills several major roles—skillful operator, teacher, leader, manager, observer, and reporter. The driver, Schulz noted, is responsible for safe transportation, controlling behavior, and shaping the children's attitudes toward school, safety, and each other.

"Remember," Schulz said, "everything (the driver) does teaches students something."

What's your policy?

In December, school bus drivers in Colorado Springs, Colorado, refused to transport students on icy roads. School officials planned to discipline the drivers, until they filed grievances. School district officials have now stated they won't discipline the drivers but will meet with them and update their inclement weather policies.

Do you have good written transportation policies to address this type of situation in your school district?

FOREIGN LANGUAGE **Duane Jackson, Specialist** **444-3129**

Montana-Kumamoto teacher exchange

Montana and its Japanese sister state, Kumamoto, recently agreed to an educational exchange to begin in the 1991-92 school year. Under the agreement, Kumamoto will provide three Japanese teachers of English to teach Japanese in Montana in exchange for Montana English teachers who will assist in the teaching of English in Kumamoto.

At this time, Kumamoto has identified one middle level and two secondary level teachers who will be given special training in

the teaching of Japanese as a foreign language. The exchanging teachers can only teach their respective languages. Teachers will retain their salaries and benefits and will be responsible for their own travel. Kumamoto will pay a supplement to offset the difference in cost of living. Teachers from Montana will be expected to be in Japan from September through July, while the initial Japanese teachers will be in Montana through March of the following year. Japanese teachers will rotate on a two-year cycle of their school year.

Other exchanges

The terms of the exchange with Kumamoto are much the same as those of the International Teaching Fellowship with Victoria, Australia. The ITF operates on the Australian school calendar, which begins in January and ends in December. The design of the Japanese and Australian exchange programs reflect the Fulbright teacher exchange. For additional information about any of these exchanges, please contact me at OPI.

SOCIAL STUDIES **Linda Vrooman Peterson,** **Specialist, 444-5726**

NCGE/CRAM award nominations

The George F. Cram Company will give five cash awards of \$500 each to K-12 teachers (or groups of teachers) for creating exemplary classroom presentations. In order to receive the awards, winners must give their presentations at the annual meeting of the National Council for Geographic Education in St. Paul, Minnesota, October 23-26, 1991.

To be eligible for consideration, presentations must reflect current trends in geographic education and present an innovative or original approach to teaching geography. Formats may include lessons, simulations, workshops, or other learning activities.

Deadline for submitting presentations is April 15, 1991. Contact NCGE Central Office, 16A Leonard Hall, IUP, Indiana, PA 15705 (412-357-6290).

1992 NEH Teacher/Scholar Awards

The National Endowment for the Humanities has announced a new national competition: the 1992 Teacher/Scholar Awards. This new competition is open to elementary, middle, and secondary school teachers who will benefit from a year's independent study of a humanities topic. Awards provide up to \$30,000 for a year of sabbatical leave. This sum may be supplemented by other grant funds or sabbatical pay. An honorarium may also be requested for a mentor to guide and advise the teacher during the

period of study.

Application deadline is May 1, 1991, for projects beginning in September 1992. You can request program guidelines and application forms by contacting NEH Teacher/Scholar Program, Division of Education Programs, Room 302, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (202-786-0377).

Minigrants for teachers

The American Historical Association and the American Political Science Association are sponsoring The Bill of Rights Education Collaborative. With support from the Pew Charitable Trusts, this collaborative will sponsor special initiatives in 1991-92 to strengthen precollegiate education about constitutional rights.

The competition is open to middle school and high school social studies teachers whose courses address issues of constitutional rights in the United States and in other countries, including courses in American history, American government, civics, world history, and comparative government. Teachers from public, private, and parochial schools are eligible to apply for minigrants.

The minigrant competition awards teachers grants of \$500 to \$1,500 to cover expenses for special projects. Up to 50 grants will be awarded to teachers. The projects should be completed within one year of receipt of the grant.

Application deadline is August 15, 1991. For more information, contact me at OPI.

Law-Related Education Summer Institute

The Tenth Annual Law-Related Education (LRE) Summer Institute has been scheduled for August 5-9, 1991. The institute is designed to provide K-12 teachers and principals with practical methods for teaching LRE to elementary, middle, and secondary students. Participants will be introduced to various curricula, materials, and methods.

Applications will be available May 1, 1991. The Office of Public Instruction will send applications to all Montana schools. For more information, contact me at OPI.

LANGUAGE ARTS **Jan Cladouhos, Specialist** **444-3714**

Using the model curriculum

In January, a copy of the new **Communication Arts Curriculum Model** was sent to every public school in Montana. Many districts and teachers have since ordered additional copies and/or computer disks for their IBMs, Macintoshes, or Apples. These

(Continued on page 10)

(Continued from page 9)

disks contain the learner goals of the document, a section that curriculum developers are modifying to meet their curricular needs.

I have also traveled to several districts in Montana helping schools develop curriculum, particularly in language arts. How should a district use the **Curriculum Model**? Perhaps the following questions and steps can help curriculum committees take advantage of the flexibility of the model.

After reading the *Introduction* of the **Curriculum Model**, discuss these questions:

- What are the backgrounds and attitudes of the staff concerning Project Excellence? Ask people who were involved to share their experiences.
 - What is the role of communication arts in your curriculum? Where does foreign language fit? Are language arts, reading, and spelling separated? Do you have a curriculum that is articulated K-12? Do elementary and secondary teachers communicate frequently? Is there cooperation across subject areas?
 - What specific communication problems have learners in your school exhibited?
 - What are the strengths of your current program in communication arts?
 - How do you currently assess student progress in communication arts? What other options may you explore?
 - How do you currently evaluate your communication arts program?
 - Does the Significant Writing Program Standard apply in your district?
 - How does your district utilize communications technology? What improvements would you like to see?
- Next, after reading the *Integration* section, discuss the following questions:
- In what ways could your school use one of these units?
 - What other topics could fit into your curriculum as themes for integrated curriculum units?
- The real heart of the document is the *Learner Goal* segment. Perhaps the curriculum committee should be split into strands that represent members' strengths, such as reading. This section may require revision at the district level, and questions such as the following could help with that revision:
- Would you interpret the Model Learner Goal (example: *the student shall have had the opportunity to (a) associate the written form with the spoken word*) as described in the Focus Statement? Do you agree with the emphasis? If not, what would you emphasize instead?
 - Which of the student focuses represent skills, concepts, or

experiences in your present curriculum?

- What student focuses might you delete, add, or modify?
- Would your district prefer to break down the skills, strategies, concepts, processes, or experiences into specific objectives?
- Will your district curriculum break student focuses into grade level objectives?
- Using the student focuses, could a check-off system for each teacher provide a useful way to use the curriculum and guarantee articulation?
- Would writing performance objectives for each student focus be useful for your curriculum and assessment?

While reading the *Effective Practices and Assessment Ideas*, ask which of the listed effective practices and assessments you currently employ and which you may wish to implement.

Since curriculum should always be considered "draft," if you have ideas for improving the **Communication Arts Curriculum Model**, please write or call me with your ideas.

INDIAN EDUCATION
Bob Parsley, Specialist
444-3013

REACH training

The Office of Public Instruction and the REACH Center of Arlington, Virginia, will cosponsor a REACH (Respecting Ethnic And Cultural Heritage) Training at Salish Kootenai College in Pablo June 10-11, 1991.

The training includes how to use REACH programs in the classroom, the basic concepts of multicultural/global awareness, effective cross-cultural strategies, and understanding prejudice and racism.

A special discount rate of \$75 per teacher is available for the training. This includes two days of training, a teacher's guide, and curriculum materials. One graduate credit will also be available for an additional fee of \$40.

For more information, please call me. Space at this workshop is limited to 50 teachers.

MOTORCYCLE SAFETY EDUCATION
Jim Bernet, Coordinator
444-4569

Instructors sought

The Montana Motorcycle Safety Education Program, a new rider training program administered by the Office of Public Instruction, is looking for instructor candidates. An instructor preparation course will be held June 2-9, 1991, in Great Falls. The course

is about 56 hours long. Three college credits are available from Western Montana College.

Graduates will be expected to conduct rider training courses for novice and experienced motorcyclists in their communities.

Instructors receive payment for their time, but primarily they must have the desire to provide a public service by teaching riding skills to fellow motorcyclists.

Interested individuals may call me at 444-4569 or at 1-800-922-BIKE for details. Enrollment is limited.

GUIDANCE
Judy Birch, Specialist
444-5663

Career and self-esteem seminars

Two seminars of interest are being offered this April and June. "Building an Exemplary Career Development Program" will be held April 12-13, 1991, in Ann Arbor, Michigan. This workshop will provide conceptual groundwork and practical "how-to" steps in designing and implementing a career development program.

"High on Esteem" will be held June 20-23, 1991, in Keystone, Colorado. Offered for administrators, teachers, and counselors, this workshop will explore the causes of high and low self-esteem and provide a variety of methods for enhancing self-esteem.

For information on these workshops, contact ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (313-764-9492).

LIBRARY MEDIA
Lorrie Monprode-Holt, Specialist
444-2979

Policy help available from OPI

The Office of Public Instruction now has sample copies of policies required in Subchapter 7: School Leadership. These include an Academic Freedom Policy, a Materials Selection Policy, and a Copyright Policy. An outline for the recommended Collection Development Policy is also available. If you have questions regarding these policies, please call me.

Copyright hot line

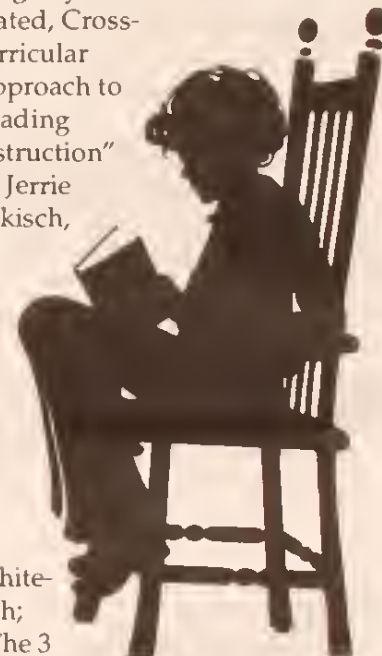
If you have any questions about copyright, you may call the AIME (Association for Information, Media, and Equipment) hot line. It is a 24-hour service provided to answer your copyright questions. The number is 1-800-444-4203.

READING
June Atkins, Specialist
444-3664

Reading conference report

On February 16, 1991, nine members of the Executive Board of the Montana State Reading Council traveled to Cut Bank to present a mini-conference entitled "A Kaleidoscope of Communication Arts."

The conference's workshops included the following topics: "Who Says You Can't Spell," by Rita Surber, Chinook; "Integrating Literature-Based Reading into the Basal Reading Program" by Sarah McGill, Broadus; "Ways to Hoot!" by Connie Denier, Helena; "Developing Emergent Literacy" by Arlene Hett, Great Falls; "I Like the Way You Did That Story. Read It to Me Again" by Barbara Ridgway, Helena; "An Integrated, Cross-curricular Approach to Reading Instruction" by Jerrie Bokisch,



Whitefish; "The 3 Ls: Literacy, Literature, and Learning" by June Atkins, Helena; "Assessment in Whole Language Classrooms" by Barbara Walker, Billings; and "Integrating Montana History Into Your Reading Program" by Bruce Whitehead, Missoula.

A panel presentation on the new OPI Model Communication Arts Curriculum was presented. Montana Reading Council members who participated in the curriculum development process discussed the various aspects of the curriculum and how it can help districts as they develop their own communication arts curriculum.

Upcoming events in 1991

May 2-4: Reading Conference: "The Wonders Of It All, a Time for Literacy," Regina, Saskatchewan, Canada. Contact Marilyn Keerak or Donna Humbert, 306-693-9433.
May 6-10: International Reading Association Conference, Las Vegas, Nevada.
June 17-21: Flathead Literacy Institute, Whole Language in the Elementary and Secondary Schools, Kalispell. Contact Carol Santa, 756-5014.
October 17-18: Montana State Reading Council Conference, Holiday Inn, Billings.

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

CONTESTS

Masters of Innovation

Zenith Data Systems is sponsoring its third annual Masters of Innovation Competition, open to university and K-12 educators and staff. The competition will honor those who have used PC software and/or hardware to creatively address a problem in one of five fields of study—from business to fine arts.

First-place winners will be awarded a \$5,000 Zenith PC package and \$5,000 in Zenith computer equipment for their academic departments or schools. One winner will be named Innovator of the Year, receiving a free trip for two to Paris. For an entry packet, call 1-800-553-0203. Competition ends June 1, 1991.

Teachers as Writers contest

Teachers USA is holding its second Teachers As Writers contest in 1991, open to teachers in primary and secondary schools and colleges and universities in all English-speaking countries. Entries are due May 31, 1991. Prizes of \$100 to \$2,000 will be awarded. Contact Teachers USA: Literary Forum for Teachers, Box 519, Baldwin Place, NY 10505-0519 USA. Enclose a No.10 self-addressed, stamped envelope.

Geography teaching awards

Are you putting geography on the map? The Rand McNally 1991 Geography Teaching Award recognizes top achievers in the creative and effective teaching of geography.

You may enter if you currently teach in any K-12 subject area and have successfully developed and implemented an original, outstanding geography-related learning activity. Contact Rand McNally Geography Teaching Awards, P.O. Box 654, Skokie, IL 60076-0654. Entry deadline is June 1, 1991.

RESOURCES

Low-cost lead testing offered

The Environmental Protection Agency has strongly recommended that every public school test its water for lead contamination. The Environmental Quality Institute at the University of North Carolina offers a low-cost, EPA-approved testing service to public schools. Contact Christy Allred, Environmental Studies, University of North Carolina, 1 University Heights, Asheville, NC 28804-3299 (704-251-6441).

Focus on Iraq

The Moorhead Kennedy Institute has published *Focus on Iraq*:

Resources on the Present Crisis in the Persian Gulf, a study guide for students, teachers, and concerned citizens. It includes chronology; newspaper articles; UN resolutions; releases by the Department of State, British Information Services, and Arab Governments; materials on Arab culture, Islam and Judaism; fact sheets on Gulf countries; bibliography; and how to teach about the Middle East.

Contact Moorhead Kennedy Institute, 45 John St., Suite 1200, New York, NY 10038 (212-732-8606).

Free TASPP briefs available

Technical Assistance for Special Populations Program (TASPP), of the University of California, has developed a second series of papers highlighting issues in serving students with special needs in vocational education. Contact Maureen Coyle-Williams, TASPP Office, University of Illinois, Room 345 Education Building, 1310 S. 6th St., Champaign, IL 61820 (217-333-0807).

SEMINARS

Becoming a School of Readers

The Center for the Study of Reading is holding its sixth annual institute, designed for teachers, administrators, reading specialists, and librarians interested in using current research to implement effective reading programs. A \$235 fee is due by June 15, 1991. Graduate credits are available. Contact Ellen Weiss, Center for the Study of Reading, University of Illinois at Urbana-Champaign, 51 Gerty Drive, Champaign, IL 61820 (217-333-2552).

Woodrow Wilson fellowships

The Woodrow Wilson National Fellowship Foundation

(WWNFF) will conduct 120 one-week institutes for teachers of mathematics, chemistry, physics, physical science, and history from June 17 to August 12, 1991. Contact Wes James at WWNFF, Box 642, Princeton, NJ 08542 (609-924-4666).

Yellowstone Institute

The Yellowstone Institute in Yellowstone National Park will offer 70 classes this summer, ranging from llama packing to streams-though-the-eyes-of-a-trout. A new class, "Environmental Education for Teachers," will feature short field studies that lead to development of classroom activities for elementary students. For a free 24-page catalog, contact the Yellowstone Institute, Box 117, Yellowstone National Park, WY 82190 (307-344-7381).

Communication arts workshop

Western Montana College is offering a two-semester-credit Communication Arts Curriculum Workshop, June 17-21, 1991, to help county superintendents and teachers of small schools write curriculum guides to implement next fall.

Facilitated by Jan Cladouhos, Language Arts Specialist for the Office of Public Instruction, and Western faculty members Jane Maddock, Eve Malo, Judy Alrich, and Claudette Morton, the workshop will provide a unique opportunity to use OPI's resources in curriculum development and Western's model computer classroom.

After three days of curriculum research and writing, participants will join the Rural Education Conference to focus on making the curriculum work back home. Contact Dr. Claudette Morton at WMC (683-7121).

Reading/writing institute

The Flathead Reading/Writing

Institute will present two week-long reading and writing workshops for teachers this summer. The beginning session, June 10-14, will introduce teachers to whole language, process writing and reading, and reading/writing workshop approaches to classroom and curriculum. The workshops feature Carol Avery, Tom Romano, with Ralph Peterson introducing literature discussion groups.

The advanced week, June 17-21, is designed for experienced teachers who would like to discuss the management and philosophy of their writing and reading workshop classrooms.

The \$200 workshop fee includes three graduate credits through Northern Montana College or University of Montana. Contact Dr. Carol Santa, School District #5, 233 1st Ave. E., Kalispell, MT 59901 (756-5002). Hurry; enrollment is limited to 25 each session.

Religious Freedom Institute

The Americans United Research Foundation will offer a summer institute on the history and meaning of religious freedom in the U.S. The institute is a three-hour graduate course in education at George Mason University.

Tuition, books, on-campus food, and housing are paid by the foundation. Social studies teachers K-12, administrators, curriculum developers, higher education faculty, and other interested educators are eligible.

Application deadline is April 15, 1991. Applications received after that date will be considered if there is space available. Contact Regina Hayden, Assistant Project Director, Americans United Research Foundation, 900 Silver Spring Avenue, Silver Spring, MD 20910-4781 (301-588-2282).

Montana's Paleo School

Paleo School, operated by the Old Trail Museum of Choteau in cooperation with the College of Great Falls, gives students and teachers a chance to learn field paleontology by working with the people responsible for discovering the world-famous baby dinosaurs of Montana's Rocky Mountain Front.

Paleo School will offer three eight-day courses this summer, beginning June 8, July 6, and August 3, 1991. Graduates of this course will receive enough skills training to enable them to manage a museum dig site. Teachers and college and high school students can receive three college credits.

Five-day "holiday courses" will begin June 8, continuing through August. Two-day "minicourses" will begin June 15.

Early enrollment is advised as classes fill quickly. Contact John Brandvold, Old Trail Museum, P.O. Box 919, Choteau, MT 59422 (469-2314).

Kid works

When Power Elementary third and fourth graders studied proverbs, they tried writing a few of their own. They were given the beginnings to some well-known proverbs and were asked to provide their own endings. Here are a few of their finished products—some sage thoughts for the 1990s.

OPPORTUNITY ONLY KNOCKS...*when it wants in.*

A MISS IS AS GOOD AS A...*Mrs.*

THE PEN IS MIGHTIER THAN...*the pencil.*

LOVE ALL, TRUST...*your mom.*

DON'T CROSS YOUR BRIDGE BEFORE YOU...*stop to fish.*

WHAT'S GOOD FOR THE GOOSE IS...*grain and scraps.*

WHEN THE BLIND LEAD THE BLIND...*they need dogs.*

AS YOU MAKE YOUR BED, SO SHALL YOU...*mess it up again.*

MONEY IS THE ROOT OF ALL...*money trees.*

CHILDREN SHOULD BE SEEN AND NOT...*abused.*



Et cetera

Vo-tech offers tours

In order to expose secondary students to vocational-technical education, the Helena Vocational-Technical Center has invited Montana's high schools to tour the facility while on field trips to Helena. The tour, which takes about one and a half hours, includes a general overview of vocational-technical education, a tour of the facility, and a question and answer session.

To arrange a tour, contact Paul Justice or Mike Bullock at the Helena Vocational-Technical Center, 1115 North Roberts, Helena, MT 59601 (444-6800).

New OSHA regulations may impact schools

The Montana Safety Act allows the Bureau of Safety in the Montana Department of Labor and Industry to adopt safety rules for the purpose of making public workplaces safe and protecting the life and safety of public employees.

The bureau currently enforces and administers the 1974 OSHA General Industry/Construction safety standards, which, according to the bureau, are outmoded and require updating for adequate protection of public

employees. To correct this situation, the bureau proposes to adopt the 1990 OSHA General Industry and Construction Standards. This proposal would affect a variety of safety standards in ways that may affect schools, including occupational injuries/illnesses, access to employee exposure and medical records, asbestos, carcinogen standards, employee right-to-know, laboratory health standards, and other items.

Adoption of the 1990 standards would require additional personnel training in the public sector, minimal changes in record-keeping and equipment, and minimum capital expenditure, according to the bureau.

The bureau wants to hear comments from public employees on this proposal. You can submit them in writing by April 15, 1991, to Standards Adoption, Department of Labor and Industry, Safety Bureau/Consultation Section, P.O. Box 1728, Helena, MT 59624 (444-6401).

More new FAX numbers

Bozeman Senior High and Arlee High School have joined the ranks of FAX owners. Bozeman's FAX number is 585-1657; Arlee's is 726-3940.

CALENDAR

April

Mathematics in Education Month

5: Montana Geography Bee—Linda Vrooman Peterson, OPI, 444-5726

7-13: Week of the Young Child—National Assoc. for the Education of Young Children, Information Service, 1834 Connecticut Ave. NW, Washington, DC 20009

11-13: Montana AGATE Spring Conference, Outlaw Inn, Kalispell—Michael Hall, OPI, 444-4422

14-20: National Library Week—American Library Assoc., 50 E. Huron St., Chicago, IL 60611

18-20: Montana Assoc. of School Administrators Convention, Helena—Jesse Long, 442-2510

25-27: Making Curriculum Connections in the Primary Grades, Billings—Jim Williamson, OPI, 444-4436

May

Motorcycle Awareness Month—Jim Bernet, OPI, 444-4569

5-7: OPI/MTEA Annual Spring Traffic Safety Conference, Radisson Northern Hotel, Billings—Curt Hahn, OPI, 444-4432

5-12: National Music Week—National Federation of Music Clubs, 1336 N. Delaware St., Indianapolis, IN 46202

5-11: National PTA Teacher Appreciation Week—The National PTA, 700 N. Rush St., Chicago, IL 60611

7: National Teacher Day—National Education Assoc., 1201 16th St. NW, Washington, DC 22036

June

17-18: Montana Assoc. of Bilingual Education Conference, Billings—Angela Branz-Spall, Lynn Hinch, or Lori Clark, OPI, 444-3694

17-21: Flathead Literacy Institute, Whole Language in the Elementary and Secondary Schools, Kalispell—Carol Santa, 756-5014

12-28: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

July

8-31: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

August

1-15: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

11-14: National Conference of the American Driver and Traffic Safety Education Assoc., San Antonio, Texas—Curt Hahn, OPI, 444-4432

Gifted and talented education: the view from a parent

(continued from page 7)

recipes. What he needs to learn is how to analyze, interpret, and evaluate those loose facts. He needs to learn discrimination; we need to nudge him into worthwhile endeavors at school and home.

Because raising him is such a complex task, the school and we have had to maintain a good working relationship. We get frustrated with how slowly the school bureaucracy works and at how many meetings are necessary, but we are even more gratified at the commitment of time, energy, and compassion that the school's faculty and staff have been willing to put forth in his behalf.

He and we are very aware of how each school year can vary according to his teacher's perception of him. If his teacher is excited by the challenge of teaching such an unusual child, he seems to blossom in self-confidence, academic progress, and social maturity. If his teacher perceives him as a little nerd or an absent-minded professor and resents all the extra work of making separate lesson plans, scheduling enrichment activities, and attending meetings, then he lives down to that perception, too. His classmates seem to take their cues about how to relate to him from the teacher. We have tried to explain to both our kids that some years in school will go more smoothly than others, and that they should savor the good ones and try to tough out the bad ones. We have gained enough confidence in our parenting abilities that we would feel free to intervene if a school situation seemed intolerable.

With all the input we have had from the school, other educational

professionals, family, and friends, I sometimes feel we're trying to raise him by committee. Sometimes we get off on the wrong track and forget that just because he can handle high school and college academic material this does not mean he is mature or disciplined enough to do so. Also, because he has taught himself so much, we have assumed wrongly that he also innately has the research and organization skills that he needs. He is a nine-year-old kid, often sloppy or just plain lazy, and we shouldn't expect him to come up with all his own motivation. Our expectations, at times, have been too high, and he has failed to live up to them. We have also tried to use acceleration just because we haven't known what else to do with him.

While these failures have been frustrating, we've also had some real successes, too. Last year we started an informal mini-mentor program which he really enjoyed and which we are now trying to expand to include the other gifted and talented kids at our school. He is successfully tackling individualized advanced math and reading programs this year. As for his social skills, which have always concerned us, he may not be "Mr. Popularity," but he's come a long way from being the little kid who used to curl up in a fetal position out on the playground.

Our main objective is to have him be a happy, well-rounded person. We are both anxious and excited to see what the future brings. In terms of the amount of effort and concern applied to his education, I feel he is getting the kind of individual attention every child (gifted, disabled, or anywhere in between) deserves. We feel blessed that our son is so bright, and we feel privileged to be part of the rewarding, frustrating, and fascinating process of his journey through childhood. ■

—Meredith Rollins, Helena

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